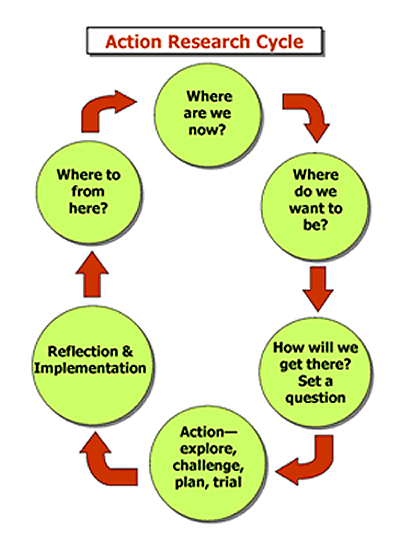
PLC Template

Professional Learning Communities are created in schools for purposeful sharing of vision, research and learning.

*There are 3 sections in this template:*

1. *Forming your group/Proposal*
2. *PLC work and ongoing reflections/assessments*
3. *Sharing of growth*



**Why PLC?**

Schools are in a transformative state as we move from the “industrial model school” to a new model that we are forming as we discover what is best for the inclusive system where success for all students is the goal.

Professional Learning communities are characterized by:

1. Shared mission, vision, values and goals

2. Collaborative teams

3. Collective Inquiry

4. Action Oriented

5. Team is committed to continuous exploration and improvement

The goal of a PLC is to:

- engage teams in professional growth through collaboration to improve learner outcomes or teacher effectiveness

-diminish teacher workloads

-support collaborative work vs. collegial meetings

-work towards implementing best practices for student learning through effective use of assessments and data analysis

Step one is to form your collaborative team. Teams form as a result of a common vision, goal or situation (teach same subject, grade, groups of students, focus area)

Effective Teams are characterized by:

-shared beliefs and attitudes

-trust that supports open communication and mutual respect

-efficacy; willingness to make decision and take responsibility for them

-effectively managed meetings with clear norms, goals, and roles that are defined and established by the group

-ongoing self-reflection and assessment of group work and progress.

First build your Mission/vision/goals:

State why you exist – what is the purpose of this group? (mission)

What does your team hope to achieve by coming together? (vision)

What specific goals or achievements are you striving to meet? ( goals)

With setting your Mission/Vision/Goals it is also important to set team norms or “code of conduct”. More important than you may think ☺

Guidelines for Beginning a Professional Learning Community Appendix A

1. Select a topic that involves *teaching*, techniques for overcoming difficulties in the classroom, presentation of challenging material, engaging students, collaborative learning practices; *curriculum* – but limit to single grade or subject; *assessment practices*; *cultural changes* drafting mission, vision, value statements or developing goals for larger group.
2. Make SMART goals: strategic/specific, measurable, attainable, results orientated, time bound)
3. Focus on the manageable, short term goals for each meeting; discuss how they fit with the long term goal.
4. Identify short term and long term goals with dates as a target for reflection and assessment.
5. Decide how the necessary meetings will be fit into schedules.
6. Consider the equal distribution of roles. It is recommended that members rotate through the roles throughout the year.
   1. Facilitator – Ensures participation by all; keeps the groups on topic; prevents one person from dominating
   2. Secretary – prepares the agenda before the meeting, takes minutes/ fills out meeting reflection page (page is optional), it is recommended that the team sets the agenda for the next meeting together in close of the meeting, the secretary will write the agenda up and send it out one week before the meeting as a reminder.
   3. Timekeeper – Keeps an eye on the time and moves meeting along
   4. Reporter – shares information/ review of PLC work with admin and or staff when needed.
   5. \*\*\* all members are expected to be active participants.

## PLC – Proposal and Work

|  |  |
| --- | --- |
| **Team Members:** | **Goal/Purpose/Essential question guiding PLC work** |
| **TIME**   * What kind of release time is required? (PD or collaborative work) * When do we meet? Frequency and time |  |
| **PLC “Code of Conduct” – Establish norms**   * Will the meetings be open? * What can be said/shared after meetings? * How do we ensure equal voice and participation from all members? * How do we ensure equal voice? |  |
| **What results are predicted?**   * What professional growth will be noted? * What documents might result? |  |
| **Expectations**   * What do we expect from each member? * Are there requirements for participation? * How often will we self-assess our PLC work? ( using Appendix E) |  |
| **What tasks will support the PLC goal?**   * What resources will be accessed? * What data will be collected to guide PLC work? * What initial questions need to be answered? |  |

North East School Division, May 2012, Professional Learning Communities Resource Book, Pg 12

Call to Action Worksheet Appendix B

|  |  |  |
| --- | --- | --- |
| Action | Details | |
| What have we done so far that has worked? | Activities: | |
| How can we improve? | Target/goal: | |
| What can we do to make this happen? | Activities: | |
| Who will be involved and how? | Person | Responsibility |
| What is needed to support the PLC achieve the goals? | Resources | |
| When do we hope to achieve the goals? | Timeline | |
| How will we know we are successful? | Measure | |

Alberta. Alberta Education. Program Delivery Sector. *Alberta’s approach to collaborative Practices Based on Wraparound Principals,* 2011, pg 13

Appendix C

Action Research Cycle:

2. Where are we now?

5. Reflection and Assessment.

Are we moving forward or are we adjusting?

1. Where do we want to be?

3. What are the necessary

changes or

areas to be addressed to

reach our goal?

4. Taking Action:

Plan, Trial, Challenge, Explore

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PLC Meeting Notes: ( only a suggestion) Appendix D

|  |  |
| --- | --- |
| Team Members In Attendance – note those who are missing | Date: |
| Goal set for this meeting reflection/exploration: | Meeting Outcomes: |
| Next Meeting Date and Goal(s): |
| Questions or concerns raised: \*\* what is not working | Celebrations or Growth Noted: \*\* what is working |

# Appendix E

# Assessing Your PLC (This should be ongoing throughout the process)

Use the following scale to rate each statement in terms of how well it describes your PLC

**1-3** We are not at all like this.

* 1. We are somewhat like this.

**8-10** We are very much like this.

|  |  |
| --- | --- |
| **Characteristic**  **Collaborative Mindset** - We value working together. We understand and contribute to the purpose of the team. We have identified team norms and we follow them.  **Focus on Learning** - We have identified outcomes for all courses. We have identified the prerequisites necessary to be successful in each course and have strategies for supporting students in achieving the prerequisites.  **Focus on Results** – We analyze student work continuously to identify changes needed in our teaching. We also conduct regular assessment to evaluate the effectiveness of our programs.  **Oriented to Action** – We analyze student work continuously to identify changes needed in our teaching. We also conduct regular assessment to evaluate the effectiveness of our programs.  **Collective Inquiry** – We are always looking for ways to improve. Our professional development time and staff development activities focus on techniques and strategies for improving student learning.  **Use Timely, Relevant Information** – We make good use of data to direct our teaching. Our planning is directed by critical evidence that we track to measure our effectiveness.  **Committed to Continuous Improvement** – We are never satisfied with our results. We continuously strive to find ways to help students achieve at higher levels. | **Assessment** |